



Policy for Spiritual, Moral, Social and Cultural Values

Amendments made since last review (15/3/16) January 2018 – Policy reviewed, content all relevant. No changes made Spring Term 2020 – no changes made Spring Term 2023 – aim added re adult life / reviewed each area with definition and links to experiences	
Policy agreed / reviewed 21st March 2023	Next review due Spring term 2026
Signed on behalf of the Governing Body	Signed by headteacher

Rationale

At Longton Lane School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Longton Lane and is an essential ingredient of school success. The SMSC policy provides the school with the opportunity to meet our Public Sector Equality Duty (PSED) to

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations between people who share a protected characteristic and those who do not.

Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life

Broad Guidelines

- Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about – helping pupils grow and develop as people and effective participants in modern Britain.
- Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for, Religious Education, Collective Worship, PSHE, Sex and Relationships Education, and Equal Opportunities These policies all underpin the Curriculum model, putting the child at the centre of all we do.
- It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time and also through their own conduct.
- The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.
- The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
- Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

Spiritual Development

This relates to the pursuit for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Reflection
- A sense of security, well-being, worth and purposefulness

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the awe, wonders and mysteries of life.

Moral Development

Children are encouraged to understand the underpinning ethos of our school values; of treating others as they would wish to be treated. We work towards an understanding of what is right and wrong, so they may develop the ability to make judgements and to become increasingly responsible for their own actions and behaviour.

Experiences commonly regarded as moral include:

- Following a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting all forms of equality
- Challenging stereotyping
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Providing models of moral virtue through texts, resources and assemblies; reinforcing the school's values through images, posters, etc.

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

Children are encouraged to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. We develop an understanding of the balance of the positive, elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Experiences commonly regarded as moral include:

- Those linked to the key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting all forms of equality
- Experiences to reinforce our values as a school community e.g. assemblies, OPAL, visitors and trips, school productions
- Engaging in the democratic process and participating in community life
- Opportunities for pupils to exercise leadership and responsibility

As a school we aim to promote learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Work co-operatively
- Recognise and respect social differences and similarities
- Understand effective and positive links with the wider community and the world of work

Cultural Development

This relates to developing a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Experiences commonly regarded as cultural include:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging pupils to think about special events in life and how they are celebrated
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, e.g. theatre, museum and gallery visits

As a school we aim to promote learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these have influenced and do influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

As a school we recognise the importance of SMSC because:

- People, staff as well as pupils, achieve better when they feel valued.
- Our beliefs and values influence the way we behave and the community that we live in
- Education is about the development of the whole person

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to be aware of the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Longton Lane will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences. All curriculum areas should seek examples and illustrations drawn from as wide a range of cultural contexts as possible.

Class discussions will give pupils opportunities to:

Talk about personal experiences and feelings.

Express and clarify their own ideas and beliefs.

Speak about difficult events, e.g. bullying, death etc.

Share thoughts and feelings with other people.

Explore relationships with friends/family/others.

Consider others needs and behaviour.

Show empathy.

Develop self-esteem and a respect for others.

Develop a sense of belonging.

Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally.

Many curriculum areas provide opportunities to:

Listen and talk to each other.

Learn an awareness of treating all as equals and accept people who are physically or mentally different.

Agree and disagree.

Take turns and share equipment.

Work co-operatively and collaboratively.

Extra-Curricular Activities

Personal development is also enriched through our range of extra-curricular activities which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons.

Links with the wider community

Visitors are welcomed into school.

The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.

Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.